

**Scheme of Work 2020 - 2021**  
**Subject: Childcare**  
**Placement completed 2 days a week.**

**Year Group: 12**  
**Specification: BTEC Level 3 National Diploma – Unit 11**

| Lesson No | Topic & Objectives                           | Big Question – What will students learn?                        | Key Activities & Specialist Terminology (Do Now Task / Starter/Tasks/Plenary)                                                                                                                                                                                  | Planned Assessment                                                                                              | Homework or flipped learning resources                                                                                            | Lit Num SMSC Code |
|-----------|----------------------------------------------|-----------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|-------------------|
| 1         | <b>The Early Years Foundation Stage</b>      | What is the role of the EYFS?                                   | <ul style="list-style-type: none"> <li>• The scope and legal status of the EYFS.</li> <li>• Legislation behind the safeguarding and welfare requirement regulations in the EYFS.</li> <li>• Settings that are governed by the EYFS.</li> </ul>                 | Understanding of the EYFS and legislation that created the EYFS.                                                |                                                                                                                                   |                   |
| 2         | <b>The key features of the EYFS</b>          | What are the key features of the EYFS?                          | <ul style="list-style-type: none"> <li>• How principles are reflected within the early education curriculum requirements.</li> <li>• The importance of applying the principles to practice.</li> <li>• How settings apply principles to practice.</li> </ul>   | Explain the principles of the EYFS and how they apply to their placement.                                       | Students to read through the introductory sections of the EYFS.                                                                   |                   |
| 3 - 8     | <b>Coursework type up</b>                    | How to apply content and knowledge.                             | Independent Learning Aim A type up period.                                                                                                                                                                                                                     | Coursework completion.                                                                                          |                                                                                                                                   | Sp5               |
| 9         | <b>Learning and development requirements</b> | What are the learning and development requirements of the EYFS? | <ul style="list-style-type: none"> <li>• The areas of learning, to include the prime areas of learning and the specific areas.</li> <li>• The rationale behind each of the areas of learning in terms of supporting children’s overall development.</li> </ul> | Recall the different areas of learning and the rationale behind them. Apply activities to areas of development. | Summarising key documentations role such as learning through play and development matters.<br><u>Apply knowledge to placement</u> |                   |

**Fortnightly Assessment:** Annotate the EYFS learning and development requirements with activities that promote the area of learning, examples from placement and how an early years professional can support that area of development. Highlight information that is important and relevant to application of the learning and development requirements.

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| 10                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Reflective practice and PEP</b>                                   | Developing key childcare skills and practices                   | Students are provided with information on the PEP and how it is to be completed throughout the program.<br><br>Students given support on reflective practice to complete throughout the program.                                                           | Engagement with information and organised to start completing PEP.                                 | Start completing reflective practices and PEP on placement.                      |     |
| 11 - 16                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Coursework type up</b>                                            | How to apply content and knowledge.                             | Independent Learning Aim B type up period.                                                                                                                                                                                                                 | Coursework completion.                                                                             |                                                                                  | Sp5 |
| 17 - 18                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Safeguarding and welfare requirements</b>                         | What are the safeguarding and welfare requirements of the EYFS? | <ul style="list-style-type: none"> <li>• The requirement for a safeguarding policy, to include child protection.</li> <li>• The rationale behind the safeguarding and welfare requirements.</li> <li>• The requirements for equal opportunities</li> </ul> | Recall and application of the safeguarding and welfare requirements and the rationale behind them. | <u>Apply knowledge to placement</u><br><br><b>Complete 1 Reflective account.</b> |     |
| <b>Fortnightly Assessment:</b> Annotate the EYFS safeguarding and welfare requirements with how the information applies to settings, how early years professionals deliver education within the parameters and how they follow the safeguarding and welfare requirements. Highlight information that is important and relevant to application of the safeguarding and welfare requirements and application to legislation. |                                                                      |                                                                 |                                                                                                                                                                                                                                                            |                                                                                                    |                                                                                  |     |
| <b>October Half Term</b>                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                      |                                                                 |                                                                                                                                                                                                                                                            |                                                                                                    |                                                                                  |     |
| 19                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Reflective practice and PEP (1-1) / completing remaining work</b> | Developing key childcare skills and practices.                  | Student are provided with 1-1 support and check of the PEP and reflective practice.<br><br>Other students are to be completing remaining work throughout.                                                                                                  | Engagement with information and organised PEP with sections completed.                             | Continue reflective practice and PEP – <b>1 Reflective account due.</b>          |     |
| 20 – 25                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Coursework type up</b>                                            | How to apply content and knowledge.                             | Independent Learning Aim C type up period.                                                                                                                                                                                                                 | Coursework completion.                                                                             |                                                                                  | Sp5 |
| 26                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Supporting safeguarding through the EYFS</b>                      | How to support safeguarding through the EYFS.                   | <ul style="list-style-type: none"> <li>• How to act on own responsibilities in relation to safeguarding and promoting health and safety.</li> <li>• How to identify and provide for children’s physical welfare needs</li> </ul>                           | Outline how they as a professional meet safeguarding and health and safety.                        |                                                                                  |     |

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| 27                                                            | <b>Supporting children's development towards the early learning goals.</b> | How to support children towards early learning goals. | <ul style="list-style-type: none"> <li>• How to plan play and activities to support children's progress in each of the areas of learning.</li> <li>• How to support and extend children's learning and thinking, to include sustained shared thinking.</li> </ul> | Show clear understanding and application of how to support and extend children's learning.    | Ask placement supervisor for 2 children to complete play and education programs for – need some basic information on the children.        |     |
| <b>Fortnightly Assessment:</b> Complete 1 Reflective account. |                                                                            |                                                       |                                                                                                                                                                                                                                                                   |                                                                                               |                                                                                                                                           |     |
| 28                                                            | <b>Planning play and education programs</b>                                | How to plan play and education programs.              | <ul style="list-style-type: none"> <li>• How to lead and support children's progress in more than one area of learning.</li> </ul>                                                                                                                                | Application of knowledge from previous lessons to plan and write play and education programs. | Continue reflective practice and PEP.                                                                                                     | Sp5 |
| 29 - 30                                                       | <b>Typing up of play and education</b>                                     | How to apply content and knowledge.                   | Students to complete a play and education programme for both children they have gained information for from placement.                                                                                                                                            | Completion and delivery of play and education programs.                                       | Complete education and play programs in setting – needs to be observed.<br><b>Observation sheet to be returned by lesson 34</b>           | Sp5 |
| 31 - 33                                                       | <b>Work placement diary sheets</b>                                         | How to apply content and knowledge.                   | Students to complete work placement diary sheets based on the work they have done on placement focusing on safeguarding and welfare requirements. Students can use guide sheet and BTEC work placement sheets.                                                    | Completion and witnessing of work placement diaries.                                          | Take work placement sheets into placement to have witness statements completed.<br><b>Witness statements to be returned by lesson 37.</b> | Sp5 |
| 34 -36                                                        | <b>Evaluation of play and education programs</b>                           | How to constructively self-evaluate.                  | Students are to evaluate the use of the play and education program along with the skills that they used. This needs to link to observation sheet.                                                                                                                 | Application of information from observation sheet and balanced self-evaluation.               |                                                                                                                                           | Sp5 |
| <b>Fortnightly Assessment:</b> Complete 1 Reflective account. |                                                                            |                                                       |                                                                                                                                                                                                                                                                   |                                                                                               |                                                                                                                                           |     |

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| 37 - 39                    | <b>Coursework completion time</b> |  | This time is to be used completing all tasks outstanding so that work can be complete before winter break. | Completion of missing work that students have highlighted. |  | Sp5 |
| <b>Christmas Half Term</b> |                                   |  |                                                                                                            |                                                            |  |     |

IV and Assessment process will start in January.